

SWBAT investigate questions about the world

Sep 4-7:31 AM

Summary: In one or two sentences at the bottom, summarize the overall big point of the video

Think, Pair, Share

Left-hand side: What did you notice about notetaking from a video? *PAGE 2*

- What was challenging? Easy?
- What did you notice when comparing with others in class?
- What did you do well? What could you do better?

Sep 14-8:16 AM

Welcome to CP PHYSICS!!!

H. Leslie Grebe
Room C-244



SECA Physics
Tuesday 15 September 2015

* Get started on the opening activity:

- What was the point???

- (If you didn't do it yesterday) Compare your notes with others:

Page 2 - what's the same? what's different?

PAGE 3

ENCOURAGEMENT/INSPIRATION
→ PEOPLE (& YOU) CAN CHANGE THE WORLD

Centering

BALL & WAGON

- RICHARD FEYNMAN

- ASKED DAD ABOUT BALL ROLLING
TO BACK OF THE WAGON

- SCIENTISTS DON'T HAVE
EVERYTHING FIGURED OUT

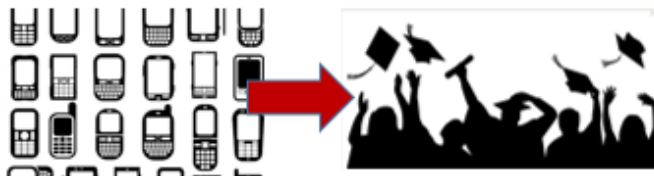
- BECAME A GREAT PHYSICIST

- NOBEL PRIZE

HOW FAR CURIOSITY CAN TAKE US

Sep 7-7:04 AM

PEDs with Passing



- **All students** start the quarter **passing**
- Grades are **always** current Mondays at 8:00 AM (maybe more often)
- Each DAY students can show on SchoolView that they are passing **this class**; then keep the phone with them in class as long as they are being RHR.
- Anyone not looking up grade or not passing **secures** PED before entering
 - Their locker,
 - Their backpack,
 - Or safe teacher lock-up spot
- Can retrieve them at end of class for use during passing time, break, lunch, ...

tiescloud.net/schoolview

Sep 10-7:39 AM

Interactive Notebooks!

- Building your own text book and notes in one
- You are in control of your learning
 - * **Front:** Label "CP Physics", your name, period, decorate?
 - * **Inside** cover: Paste in "Left Sides" instructions
 - * **First** page: Title it "Table of Contents"
 - * **Back inside** cover: Paste in syllabus (folded)
 - * Number first twenty pages. Table of Contents = 1
 - * Turn to next set of 2 pages (left & right)
 - * On **RIGHT** side (pg 3): Notes - Title: TED ED Adam Savage
 - * On **Left** side (pg 2): What you noticed about note-taking

Sep 5-9:00 AM

InterActive Notebook - Table of Contents

Unit _____ Chapters _____ Date _____

Left-Side Items	Page	Right-Side Items	Page
1 REFLECTION ON NOTES	2	1 TED ED ADAM SAVAGE	3
2		2 "FORT STUEBEN"	5
3		3 Hmwk: BASE UNITS	7
4		4	
5		5	
6		6	
7		7	
8		8	
9		9	
10		10	
11		11	

Sep 5-9:09 AM

Mr. Meyer's 3 Act problems: Fort Stueben

Asking questions about the world = SCIENCE

Page 5: "Fort Stueben"

- WHERE IS IT? ?

- WHY DID THEY DESTROY IT?

TOO OLD, DANGEROUS

- WERE THERE PEOPLE ON IT? NO

- IS THIS A TEST? IDTS

WHY DO WE SEE THE EXPLOSION BEFORE WE HEAR IT?

— LIGHT FROM IT GOES TO OUR EYE

- WHY DIDN'T EXPLOSION BLOW IT UP?

- HOW LONG DOES IT TAKE TO DROP?

Act One

1. Guess how far away the camera is from the bridge.
2. Write down a guess that's too high. Too low.

Act Two

3. What information is important to know here? (The speed of sound.)

Sequel

4. If the bridge were twenty miles away, how long would it take the sound to reach the camera?

> "Here it is. First, I just want you to watch this very brief video."

> [\[01:27\]](#) "Would you go ahead and write down the first question that comes to your mind, if any? No question? That's perfectly fine."

> [\[01:45\]](#) "Would you introduce yourself to your neighbor and share your question? See if it's the same question, or a different question."

> [\[02:28\]](#) "I'm really curious what questions are out there. Just toss one out. Who else finds that question interesting?"

> [\[03:04\]](#) "I like that you coined a vocabulary term there for us. 'Layers.'"

> [\[04:24\]](#) "I would love to get to all these questions but given limited time we'll start with these ones up here."

> [\[04:43\]](#) "I want you to write down on a piece of paper your best, gut-level guess for how many coins there are. I'm curious who can guess the closest."

> [\[05:32\]](#) "Would you also write down a number you know is too high – there couldn't possibly be that many pennies – and a number you know is too low – there couldn't possibly be that few pennies. Share them with your neighbor."

> [\[06:09\]](#) "I'm very curious in here who has our highest guess."

> [\[06:53\]](#) "What's our lowest guess in here?"

Sep 14-8:23 AM

Homework due Wed 9/16

Page 7: Take (Cornell) notes on
flipping physics base dimensions and your
friends

Sep 15-8:07 AM